

# Wyrallah Road Public School Annual Report



2015



3856

## Introduction

The Annual Report for 2015 is provided to the community of Wyrallah Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gareth Hockings  
Principal

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### Message from the Principal

There are a great many achievements to celebrate at Wyrallah Road Public School this year. In our early years, thanks to Gonski funding we have been able to expand the L3 program and supported its implementation by ensuring wonderful learning support officers are in classrooms for every literacy session. The results students are getting continue to be highly impressive.

In the senior parts of our school, students continue to shine in the university and external competitions. Our representatives also performed admirably in the Premier's Spelling Bee and The Rivers Public Speaking competition. This was also the third year of our participation in Tournament of the Minds with a number of our students representing us with pride. The Chess Club proved to be popular again this year, with many fascinating battles taking place in Mr Condon's room at lunch.

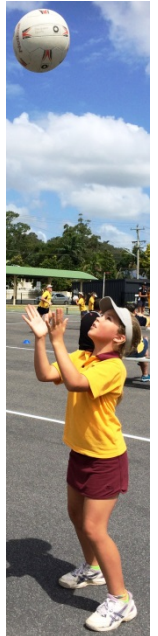
Sport has again been an area where Wyrallah Road kids have excelled, with a number of teams and individual students going on to represent at higher levels.

Culture and the arts continue to be priorities at WRPS. The award winning senior dance ensemble go from strength to strength and our choirs - also award winning - have performed in numerous venues around the region. And who could forget the magnificent efforts of all our students from Kindergarten to Year 6 in putting on a spectacular and heart-warming school performance in Term 3.

2015 has seen more changes to the instrumental program, resulting in a growing number of students taking up the opportunity to learn an instrument. Other programs like Art Smart, Creative Arts Camp, Photography Club, Aboriginal Student Dance Troupe, Environment Team, Drum Beat, Ukulele group and trips to the theatre have meant that WRPS students have many opportunities to follow their interests and develop their talents.

All of these achievements, (academic, cultural and sporting) are the result of a great group of kids, encouraged by supportive parents and guided by a very hard working and dedicated team of teachers.

Gareth Hockings – Principal



## Message from the Parents and Citizens Council

Wyrallah Rd Public School families have a wonderful reputation for their sense of community and this is reflected at every level of the school. The P&C, as a group and as individual members, works diligently to foster this close relationship between parents, teachers and students.

This year financial and physical support was given for upgrading a variety of facilities. For example:

- \$6200 was donated to the school for a major revamp of the junior boy's toilets
- \$300 was donated to assist in purchasing Kindergarten literacy resources
- \$100 was put towards assisting the student's Youth Parliament this year – an endeavour which will hopefully continue to grow in the future
- The P&C voted unanimously to donate \$200 to supplement the students in Kenya sponsored by the SRC, along with a further \$200 in general assistance to the SRC.
- Financially the P&C contributes regularly to the school by providing sunscreen to each classroom and hand washing facilities in the bathrooms
- Proudly, the P&C were able to financially assist several students who participated in events of excellence this year at a representative level, to the tune of \$200
- Our major contribution to the school, beginning this year and following through to 2016, is the sum of \$26,000 for the construction of a new shade structure to benefit all our students

Katie Muldownie – President, WRPS P&C

## Message from the Student Leaders

It has been an epic year again at WRPS with so many highlights. In Term 3 we had our school concert after weeks of preparation and hard work, rehearsal mishaps and challenges, but on the night the performances were incredible, showcasing the dancing, singing and musical talents at WRPS. Of course there have been so many occasions this year in which WRPS students have represented our school on the sporting field, through academic pursuits such as tournament of minds and the chess club and through various groups, such as the Environment Club and choir. Although we didn't always win we were always trying our best and having a great time. Once again, we have our WRPS teachers to thank for this, for all their hard work, commitment and support.

I would like to acknowledge all our parents who not only support the school giving their time to the P and C, canteen, uniform shop, in the classrooms and transporting kids to events. But also the everyday things like making sure we have lunches in our bags, clean uniforms and if it's anything like our house at times, making sure our shoes are on the right feet and breakfast is not still on our faces.

And finally to my Year 6 class mates – Thanks for an awesome time and great friendships and I wish everyone the best of luck next year at high school!

Kalea Toseski-Solomona and Sam McLean – School Captains

## School background

### School vision statement

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

### School context

Wyrallah Road Public School, with an enrolment of 523 students (including 12% Aboriginal students and 7% Non-English Speaking Backgrounds), is located in Lismore. The school has a supportive and active Parents and Citizens' Association as well as a regularly meeting group of Aboriginal parents. The school has an active Student Representative Council and programs include Language, Learning and Literacy (L3 and L3S1), Positive Behaviour for Learning, Reading Recovery, English as an Additional Language/Dialect, various sporting



endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

## **Self-assessment and school achievements**

### **Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Parents and community members took part in a comprehensive survey and follow up discussions in meetings. Additional opportunities for feedback were provided through the front office, the newsletter and email. Several P&C meetings and Aboriginal Parent Team meetings were utilised to gather input and data. There was a high level of engagement, with over 100 formal responses.

Students from Year 4 to 6 were surveyed and the Student Representative Council held meetings to share desired directions for the school.

Staff were involved in several planning meetings and forums where information was gathered on the future directions of the school, our priority areas, our processes and what our data (such as NAPLAN, PLAN, attendance and PBL) was saying in terms of where to next.

The executive and staff researched what was making a difference to student performance and scrutinized the department's directions, reforms and blueprints. This information was assessed and evaluated in terms of the impact on the school's future directions.

A shared framework and key processes were developed in consultation with all other Lismore town primary school principals to enhance the capacity and increase the opportunities of the collective resources of all Lismore schools and staff.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



## Strategic Direction 1

UNITY: Creating a collaborative, innovative, learning community, connecting Wyrallah Road Public School with its school community and other public schools across The Rivers P-12

### Purpose

To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools.

### Overall summary of progress

The following processes were implemented to address Strategic Direction 1:

Liaise with primary principals through attendance at CoS Principal meetings to: offer support and guidance to leaders across the CoS; identify opportunities to collaborate on professional learning in regards to leadership and teaching & learning; identify common goals across the CoS and establish collaborative approaches to achieving these.

Identified staff participate in opportunities to develop leadership skills across The Rivers P12

Continued commitment to and engagement with The Rivers P-12

Continued commitment to and engagement with the local Lismore Aboriginal Education Consultative Group (AECG)

Continued commitment to and engagement with the WRPS P&C Association

Develop a whole school communication strategy

Implement a quality orientation program to successfully transition pre-school students to WRPS.

In-line with The Rivers P-12, coordinate CoS transition programs, dates and protocols for student moving from primary to high school. Provide consistent information across CoS regarding public schools (primary and high schools) in the Lismore area.

100% of the above strategies were implemented in 2015.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
A supportive collegiate network exists across the Lismore Community of Schools (CoS)	Combined Staff Development Day with all other Lismore Primary schools  Twice termly Lismore town Primary Principal network meetings	\$7,233.70  Professional Learning budget
Continued commitment to and engagement in the River P-12.	Executive staff and aspiring leaders participated in collegial networks  Once per term Senior Administrative Manager network meetings  Representation on the Principal Executive Leadership Group and working parties including transition and	\$20,364.85*  Professional Learning Budget

	<p>technology</p> <p>Stage 3 sports challenge</p> <p>The Rivers Public Speaking – provided MCs and representatives</p> <p>The Rivers Musical</p>	Funds from Community Sources
Transition programs aligned across the Lismore town schools.	Expanded transition program ensuring kindergarten students accessed four quality transition to school days and all other students Yr1-7 had the opportunity to “step up” for two school days. Students requiring extra assistance transitioning from Year 6-7 also has accesses to additional high school visits.	<p>\$15,000</p> <p>RAM - Equity</p>
Schools are committed to and engaged with the local AECG - a signed partnership agreement is in place.	<p>Twice termly participation in AECG meetings</p> <p>Twice termly coordination of WRPS Aboriginal parents team meetings</p> <p>Draft partnership agreement is still open for discussion</p>	<p>\$3,000</p> <p>Global funding</p>
Increased levels of communication and interactions with parents and community.	<p>Implementation of teacher email protocols.</p> <p>Termly class newsletters.</p> <p>Teachers to update class information on website.</p> <p>Parent information meetings and expo</p> <p>Parent / teacher meetings (P&amp;C BBQ, Helping Hands)</p>	Community Sources
% increase in school wide student attendance.	Student attendance decreased by 0.8%, directly mirroring the trend across the state	NIL
Increased growth in outcomes for Aboriginal students.	For both Year 3 and Year 5 Aboriginal students, our school reducing the margin with non-Aboriginal students by considerably more than the state.	% of RAM - Aboriginal

## Next steps

As a result of the above strategies and results, Wyrallah Road Public School will continue with processes identified in the three year strategic plan 2015-2017. In addition, there are plans to expand programs in Aboriginal Education – specifically relating to the employment of an Aboriginal tutor and School Learning Support Officer.

There are also plans to shift the focus of executive staff to expand the support of student wellbeing and Aboriginal education.

We also plan to double our commitment to the Stronger Smarter leadership program with four teachers to access the training in 2016.

## Strategic Direction 2

QUALITY: Leading teaching and learning through quality educational teaching practices

### Purpose

To ensure a quality continuum of learning for our students, strong leadership and outstanding teaching.

### Overall summary of progress

The following processes were implemented to address Strategic Direction 2:

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
% increase in kinder students working above cluster 4 at the end of Kindergarten.	L3 implemented in all five kindergarten classes, with significant improvements in student reading and writing levels recorded	\$11,500 TPL Lit/Num \$1,793 PBT
% increase in Year 1 students working above cluster 6 at the end of Year 1.	L3S1 implemented in all three Year 1 classes, with significant improvements in student reading and writing levels recorded	\$39,396 RAM – SEB \$42,700 RAM – AB \$9,000 PLAN
Performance & Development Framework implemented to foster a culture of intelligent accountability for all staff.	PDPs established with all staff. Reciprocal teaching observations carried out	\$2,000 RAM - PLAN
All K-2 teachers regularly collect and record TEN data.	10 teachers underwent three days of PL  TEN data collated and reflected upon in Stage meetings, with implications for teaching programs	\$5,460  TPL – Australian Curriculum \$1,335 PBT

### Next steps

As a result of the above strategies and results, Wyrallah Road Public School will continue with processes identified in the three year strategic plan 2015-2017. In addition, there are plans to expand reciprocal teaching observations to include timetabled professional dialogue for collegial conversations aimed at building capacity of all staff. There are also plans to focus on infrastructure and technology in 2016 to support the teaching process.

### Strategic Direction 3

#### SUCCESS: Ensuring success for our students as learners, leaders and citizens

##### Purpose

To develop successful learners who are confident, well rounded, creative individuals with a strong sense of self.

##### Overall summary of progress

The following processes were implemented to address Strategic Direction 3:

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
PBL systems well understood by all staff and implemented consistently across the school.  Weekly PBL lessons coordinated and delivered across all classes resulting in improved student behaviour.  Teachers have effective classroom management where students are engaged in learning and there are high expectations.	With many new staff in 2015 it was again a focus of the school PB team to ensure that all staff were informed and knew where to access appropriate resources. 2015 also saw the introduction of the PBL aware on fortnightly assemblies, which was very well received by staff, students and community.	\$3,000 Global funds
Programs developed to meet the needs of high achieving students.	School structures developed to support students requiring extension	
Individual Education Plans in place for all students with a disability diagnosis or receiving intervention support.	Utilising the Nationally consistent collection of data program, all students requiring adjustments have been identified and support put in place. This has been communicated with families and appropriate support staff	\$2,500 NCCD grant

##### Next steps

As a result of the above strategies and results, Wyrallah Road Public School will continue with processes identified in the three year strategic plan 2015-2017. In addition, there are plans to expand the PBL presence by engaging the students through a mascot. Weekly enrichment activities will be introduced to Stage 2 and 3 in 2016. There will also be more of a focus on the use of technology to support teaching with the introduction of Mathletics and monthly "Teachie Breakie" sessions for staff to improve their skills and confidence.



## Key initiatives and other school focus areas

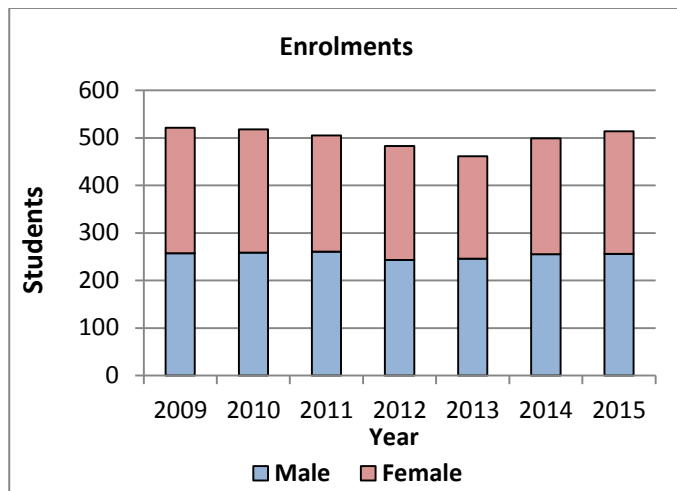
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>Twice termly participation in AECG meetings</p> <p>Twice termly coordination of WRPS</p> <p>Aboriginal parents team meetings</p> <p>Draft partnership agreement is still open for discussion</p> <p>Culturally appropriate resources purchased</p> <p>Expansion of L3 in Kindergarten and Year 1</p> <p>Staff accessed Stronger Smarter Leadership Training</p>	<p>\$7,073.96 Norta</p> <p>Norta</p> <p>\$53,040.69</p>
<b>English language proficiency funding</b>	English as an Additional Language or Dialect teacher employed. Harmony Day recognised to celebrate and highlight diversity of school and wider community	\$19,204
<b>Targeted students support for refugees and new arrivals</b>	A small number of students enrolled at WRPS having recently arrived in Australia. Most of these students had limited or no English and accessed additional targeted teaching support. In every case, the students experienced significant growth in their understanding of English and their ability to participate in all areas of the curriculum	\$16,000
<b>Socio-economic funding</b>	This funding was used to employ SLSO staff to support the implementation and expansion of the L3 program in Kindergarten and Year 1 as well as to run targeted programs across the school. It was also utilised to supply student assistance funding to ensure equitable access to school programs.	\$40,925.25
<b>Low level adjustment for disability funding</b>	This funding was used to expand the integration funding program, targeting our most at need students as identified through the Learning and Support Team meetings as well as through the collection of data in the Nationally Consistent Collection of Data process	\$52,732
<b>Support for beginning teachers</b>	Beginning teachers accessed additional - release from face-to-face teaching responsibilities, professional learning and time with a supervisor/mentor	\$48,627.76

## Mandatory and optional reporting requirements

### Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile



### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	91.8	94.1	92.3	94.6	93.6	95.0
	1	92.0	93.4	92.9	91.7	94.1	93.4
	2	94.0	93.9	93.9	93.7	93.7	93.8
	3	93.3	94.6	94.4	94.3	95.0	93.2
	4	94.5	95.9	95.4	91.7	94.5	93.7
	5	93.9	94.7	94.0	94.1	93.5	93.3
	6	93.9	94.6	94.4	92.1	94.6	91.0
	<b>Total</b>	<b>93.4</b>	<b>94.4</b>	<b>93.9</b>	<b>93.2</b>	<b>94.2</b>	<b>93.4</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17
Teacher of Reading Recovery	0.63

Position	Number
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	0.3
School Administrative & Support Staff	3.962
Other positions	1.782
Total	31.874

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Wyrallah Road Public School has two Aboriginal teachers. The school enjoys a close relationship with the local AECG.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	80%
Postgraduate degree	20%

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Sample Public School staff in 2015. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for Wyrallah Road Public School.



## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	318297.14
Global funds	311295.77
Tied funds	351255.07
School & community sources	140,128.37
Interest	10193.69
Trust receipts	13703.40
Canteen	0.00
Total income	1144873.44
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	51601.85
Excursions	62093.41
Extracurricular dissections	37005.70
Library	11755.28
Training & development	50.00
Tied funds	269736.10
Casual relief teachers	66934.17
Administration & office	74335.17
School-operated canteen	0.00
Utilities	62700.34
Maintenance	21588.99
Trust accounts	16568.11
Capital programs	0.00
Total expenditure	674369.12
<b>Balance carried forward</b>	470504.32

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students from Year 4-6 at Wyrallah Road Public School completed the Tell Them From Me survey which included nine measures of student engagement alongside the five drivers of student outcomes.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 96% of students in this school valued School Outcomes; the NSW DEC norm for these years is 96%.
- 98% of the girls and 94% of the boys in this school valued School Outcomes. The NSW DEC norm for girls is 97% and for boys is 94%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 95% of students had positive behaviour; the NSW DEC norm for these years is 83%.
- 100% of the girls and 91% of the boys in this school with positive student behaviour at school. The NSW DEC norm for girls is 91% and for boys is 75%.

Students are interested and motivated in their learning.

- 85% of students in this school were interested and motivated; the NSW DEC norm for these years is 78%.
- 90% of the girls and 79% of the boys in this school were interested and motivated. The NSW DEC norm for girls is 83% and for boys is 73%.

Staff were surveyed in Term 4, with all participants indicating that they feel that changes to professional learning helps them to improve their own practice with an ongoing positive impact on students.

In 2015, parents and community members participated in a series of forums to gauge their opinion on a wide range of topics. Their responses indicated significant improvements in school communication systems. They felt that the school wellbeing policy, particularly the positive reinforcement components needed updating. A proposal was presented to them and this was resoundingly endorsed.

## Policy requirements

### Aboriginal education

Wyrallah Road Public School received Aboriginal background funding in 2015. A focus for the team was the implementation of L3 and expansion of L3S1 into Year 1 to support literacy in the early grades. The other major initiative was the training of staff and rollout of the Stronger Smarter Leadership program.

As a result of these initiatives and the Norta Norta program:

- Year 4 and 6 students working showed vast improvements in their class assessments across the board.
- All Aboriginal students' progress was monitored using the Literacy and Numeracy continuum.
- All students performed Aboriginal dance as part of NAIDOC celebrations.
- An Aboriginal student was identified to participate in a leadership conference on the Gold Coast.



### Multicultural Education and Anti-racism



In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

A highlight of the year was Harmony Day, with many families coming to school to share their stories with all the students.

The Anti-Racism Contact Officer (ARCO) conducted professional learning for teachers to build understanding of cultural diversity and systems in place to support Anti-racism.